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C&I 445

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**INTRODUCTION**

This information literacy lesson called “Beginning Research the Big6 Way” is one that I have never taught before. I do teach several research units to freshmen, honors freshmen, and sophomores throughout the year. At Central A&M High School, the school at which I teach, students are required to write a persuasive research paper every year. Students begin as freshmen, writing a 4-6 page paper, and eventually work their way up to a 7-9 page paper their senior year. When I teach my research unit, I go over my rubric; I teach about paraphrasing, quoting, and plagiarism; I show them how to create an outline; we discuss the differences between credible and non-credible sources and websites and databases; and I recently have introduced the pathfinder I created last semester to help with the researching needs (<http://www.wix.com/edringtonamy/research>). However, I have never taught students about the information processing method, the Big6, and I have never intentionally incorporated this method into their researching process.

This lesson will focus on teaching research the Big6 way, especially the beginning of the unit. Since the research unit actually takes several months, for the purpose of this assignment, I am focusing on the beginning of the research process. I am also focusing on using the internet to begin the research process since most of my students are well-versed in the use of our library and our online card catalog. I believe I do a good job teaching students to compile research, some of the middle steps of the Big6 process, but I do not always create assignments that help with task preparation and information seeking strategies. Although I go over the basic concepts of these ideas, each year as students progress to the next class, they forget nearly everything they learned when they begin the research process again. The goal of this lesson is to incorporate the Big6 into the research process to help students remember how to start the research process each time they write a research paper and each time they begin to research in any other course.

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**INFORMATION PROBLEM**

When faced with a seemingly daunting task of writing a research paper and compiling research from an abundance of resources, how do students begin this process? How do they sort through and evaluate all of the information on the internet? And how do they develop schema that will allow them to effortlessly begin the research paper-writing process again the next year without forgetting the steps they learned the previous year?

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**STANDARDS**

**AASL Standards for the 21st Century Learner**

***1.1 Skills:***

**1.1.1** Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life.

**1.1.3** Develop and refine a range of questions to frame the search for new understanding.

**1.1.4** Find, evaluate, and select appropriate sources to answer questions.

**1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

***1.2.1 Dispositions in Action:***

**1.2.2** Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

***1.4 Self-Assessment Strategies:***

**1.4.1** Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

**1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process.

**1.4.4** Seek appropriate help when it is needed.

***2.2 Dispositions in Action:***

**2.2.1** Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

***2.4 Self-Assessment Strategies:***

**2.4.1** Determine how to act on information (accept, reject, modify).

***3.1 Skills:***

**3.1.2** Participate and collaborate as members of a social and intellectual network of learners.

**3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

***3.2 Dispositions in Action:***

**3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

**3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas du

ring group discussions.

**3.2.3** Demonstrate teamwork by working productively with others.

***4.3 Responsibilities:***

**4.3.1** Participate in the social exchange of ideas, both electronically and in person.

**4.3.2** Recognize that resources are created for a variety of purposes.

***COMMON CORE STANDARDS***

**Writing Standards 6–12**

**Production and Distribution of Writing:**

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge:**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a

standard format for citation.

9 b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**Speaking and Listening Standards 6-12**

**Comprehension and Collaboration:**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

**Presentation of Knowledge and Ideas:**

4. Present information, findings, and supporting evidence clearly, concisely,

and logically such that listeners can follow the line of reasoning and the

organization, development, substance, and style are appropriate to purpose,

audience, and task.

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**LESSONS**

**Subject Area:** English

**Grade Level:** 10th

**Class Time:** 45 minutes

**Unit Title:** Beginning Research the Big6 Way

**Special Concerns/Adaptations:** This class is composed of English 2 students who generally range from ages fifteen to seventeen. In general, most of the gifted students will be enrolled in the honors course; however, some students in English 2 could be considered gifted, as well. This unit meets these students’ specific needs because it allows them to select their own research topic. As the instructor, I can further help these students challenge their abilities by making sure they pick a topic that is complex and not obvious. Several students have IEPs in reading and writing and can have adaptations such as extended time, shorter writing assignments, and spelling allowances. I also can work with these students after school for more one-on-one time to check for their understanding. I can also work more closely with these students to help them identify potential problems with research topics before they become experience them and become frustrated.

**Lesson Title:** Day 1--Task Definition & Essential Questions

**Objectives:** By the end of day 1, students will be able to:

1. Identify the tasks required for their research paper by filling out the exit slip

2. Identify the first step of the Big6 process

3. Define an “essential question”

4. Create essential questions about their specific topics.

**Materials/Resources Needed:**

1. Task Definition Exit Slip

2. Article about Facebook

Sengupta, Somni. “Risk and Riches in User Data for Facebook.” *New York Times.* 26 Feb. 2012. 4

March 2012 < http://www.nytimes.com/2012/02/27/technology/for-facebook-risk-and-riches-in-use-data.html?\_r=1&sq=facebook%20privacy&st=cse&scp=10&pagewanted

=print>. Web.

3. PowerPoint with first step of Big6, definition of an essential question, examples of essential questions about the Facebook article, and final persuasive research question

**Anticipatory Set Day 1:**

1. Have you ever encountered a situation/problem that feels overwhelming? What did you do?

2. Imagine that Mrs. Moore, our head junior class sponsor, is suddenly unable to plan the prom. You are in charger or else there will be no event. What is your first step?

**Steps Day 1:**

1. Discuss the anticipatory set questions. (5 minutes)

2. Show PowerPoint with first step of Big6; then apply that to the prom scenario. (10 minutes)

3. Explain what an essential question is, and have students turn to a partner and create some essential questions about planning the prom. Discuss with class. (10 minutes)

4. Pass out Facebook article & read. (5 minutes)

5. Create essential questions students would want to know about the Facebook article. (10 minutes)

6. Have students complete exit slips & have them compose four essential questions for tomorrow about a potential research topic. (5 minutes)

**Evaluation Day 1:**

1. Look through students’ exit slips.

2. Assess the verbal discussion/brainstorming of essential questions over the Facebook article.

3. Evaluate the essential questions students submit the next day to determine if they understand what essential questions are.

**Lesson Title:** Days 2-5—Completing Essential Questions & Information Seeking Strategies

**Objectives:** By the end of days 2-5, students will be able to:

1. Analyze essential questions to combine/identify their key research question to use as the focus of their paper

2. Identify and explain the differences between databases and websites

3. Identify the differences between search engines

4. Define “Boolean Search” and identify when it is and is not necessary

5. Create a list of search terms for their research topic

6. Evaluate a webpage for its credibility

**Materials/Resources Needed:**

1. Continued PowerPoint with explanation of Big6 step 2, Boolean Searches, and tips for credible websites

2. Smartboard with internet access to school databases, search engines, hoax website <http://www.dhmo.org>/, and 21st Century Information Fluency website

3. “Search Engines” worksheet, based upon the 21st Century Information Fluency website.

4. 3M worksheet

5. “Credible Website Evaluation” worksheet

6. “Boolean Search” worksheet

7. Laptop cart

**Anticipatory Set Day 2:**

1. Yesterday, we spoke about an information problem solving system with several steps. What is this information problem solving system called?

2. What was the first step?

3. What are essential questions?

4. After creating your essential questions last night for your homework, did you find one that really stuck out at you? What was it?

**Steps Day 2:**

1. Discuss the anticipatory set questions. (5 minutes)

2. Check to make sure students completed four essential questions about a possible topic. (2 minutes)

3. Pull up yesterday’s PowerPoint of essential questions about the Facebook article and demonstrate how students could combine or focus essential questions into one key research question. (5 minutes)

4. Give students time in class to look at their essential questions from yesterday and come up with one key research question. Monitor class progress during this time. Have students turn in essential questions and (tentative) major research question at the end of required time. (10 minutes)

5. Show students the website on Dihydrogen Monoxide, and ask: (10 minutes)

-What is the focus/point of this website?

-Does this substance seem dangerous?

-What do you think Dihydrogen Monoxide actually is?

6. Explain to students that this website is a hoax, and that many websites are not accurate or credible. Explain to students that a way to avoid running into hoax websites is to make use of a database, and explain the difference between search engines and databases. Show students a database. (10 minutes)

7. Go over homework--Have students find a website for their topic tomorrow, using a search engine, and a source from a database. Print off these materials, or save to their drives for me to check. (3 minutes)

**Evaluation Day 2:**

1. Look through students’ essential questions and final research question to assess their understanding of essential questions about a topic and combining/identifying key issues for a research question out of those initial questions

2. On Day 3, evaluate the materials the students found to determine if they understand the difference between a website and a database.

**Anticipatory Set Day 3:**

1. Did you have any difficulty finding a source from a database? Which was easier—database searching or search engine searching? Why?

2. What search engine did you use?

3. Did anyone find a website that didn’t seem helpful? What was it, and why?

**Steps Day 3:**

1. Discuss anticipatory set. (5 minutes)

2. Have students (row-by-row) take a laptop out of the cart. (3 minutes)

3. Pull up the PowerPoint; show a picture of Galveston, Texas. Ask students how they would specifically get there, without flying. Provide students with maps and computer access.

-Students need to come up with two different routes.

-They can work with a partner. (15 minutes)

4. When finished, as a whole class, discuss the different routes. Keep track of the number of different routes found within the class. Explain the following:

-Each set of partners is like a search engine. Search engines have different ways of looking at the same topic and coming up with “an answer.”

-For instance, if you type “blue whales” into various search engines, each engine has a different way/route of getting to the “answers” you want. Some search engines factor in the number of hits the website receives, which affects its popularity. Some search engines are affected by ads and monetary gain. Just like you perhaps selected a route to Texas so that you did not pass through Oklahoma because you once did took a trip there and did not like it, search engines also have their own unique routes when it comes to mapping out your search inquires.

-Explain that the second step of the Big6 method is Information Seeking Strategies. Show the lesson PowerPoint. (10 minutes)

5. Have students go to <http://21cif.com/tutorials/micro/mm/searchengines/>. Explain that this tutorial reviews the differences between search engines. Students need to read through this page and answer the questions on the “Search Engines” worksheet. (10 minutes)

6. Put up laptops. (3 minutes)

**Evaluation Day 3:**

1. Assess students’ verbal discussion of search engines to check for understanding.

2. Evaluate students’ “Search Engines” worksheet they submit on Day 4.

**Anticipatory Set Day 4:**

1. What did you learn about search engines from your reading assignment?

2. How will this information affect the way you search from now on?

3. We are going to do a brief activity—I want to know what types of students are in my English 2 classroom. Stand up if you are wearing sandals. Stand if you are wearing sandals AND a t-shirt. Stand up if you are wearing a t-shirt NOT sandals. Stand up if you are wearing a t-shirt OR sandals. What did this do to the numbers of students when I asked the AND question? What about the OR question? The NOT question?

**Steps Day 4:**

1. Discuss anticipatory set. (5 minutes)

2. Explain that what we just did with the sandals and t-shirt questions is an example of a Boolean search. (1 minute)

3. Show PowerPoint with definition of a Boolean search.

-Discuss what search engines still make use of the Boolean method.

-Discuss the way Google searches off of entire questions it thinks you will ask—like when I asked the general question, “What type of students are in my English 2 classroom?”

-Explain that Boolean searches are one way to purposefully think about the keywords you will use in a search.

-Explain that Boolean searches are often options in databases. Demonstrate using the keywords Dolphins NOT Miami. (15 minutes)

4. Have students complete the 3M worksheet, coming up with keywords they may use for their searches. (10 minutes)

5. When students have completed their 3M worksheet, they can individually get a laptop and spend some time searching different search engines, databases, and online card catalogs using Boolean searches. They need to complete the “Boolean Search” worksheet for tomorrow. (15 minutes)

**Evaluation Day 4:**

1. Evaluate students’ 3M worksheet to assess if they understand what keywords they will use to search for their topics and what keywords they will avoid.

2. Grade the Boolean Search worksheet they submit on Day 5

3. Assess the sandals and t-shirt discussion for understanding

**Anticipatory Set Day 5:**

1. What is the name of the dangerous, cancer-causing substance we discussed a few days ago? What did we learn about this website? Which is more likely to lead us to a website identifying the dangers of Dihydrogen Monoxide—a search engine or a database? Why?

2. What does it mean if something is “credible”?

3. What are some signs of a website that is NOT credible?

**Steps Day 5:**

1. Discuss anticipatory set. (5 minutes)

2. Have students get laptops. (3 minutes)

3. Have students read through the following 21st Century Information Fluency Tutorials: (15 minutes)

-“Accuracy” <http://21cif.com/tutorials/micro/mm/accuracy/>

-“Bias” <http://21cif.com/tutorials/micro/mm/bias/>

-“Author: Who Wrote this Page?” <http://21cif.com/tutorials/micro/mm/author/>

4. Once students have read through these tutorials on their own, we will discuss the main points of determining credibility as a class. (10 points)

5. When they are finished, they will get together with a partner and begin the following project: (12 minutes)

-Select a topic that could eventually be persuasive (have two sides)

-Come up with four essential questions about this topic

-Narrow down the essential questions to one key research question

-Create a 3M list of keywords you must use, might use, and most likely will not use

-Use a Boolean search to find an article you will use

-Find a credible website and a non-credible one

-Put all of this information in order and using correct grammar in a PowerPoint to show

to the class in two days.

**Evaluation Day 5:**

1. Assess class discussion for understanding.

2. Evaluate project due in 2 days for understanding of the parts of the beginning Big6 steps we have studied this week.

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**RESOURCES (Worksheets, Rubrics, Presentations)**

**DAY 1 RESOURCES:**

**EXIT SLIP**

1. What is the first step of the Big6 Information Processing Strategy called?

2. In your own words, what is the definition of an essential question?

3. What is the task you will have to accomplish for your research paper project?

**FACEBOOK ARTICLE**

February 26, 2012

# Risk and Riches in User Data for Facebook

###### By [SOMINI SENGUPTA](http://topics.nytimes.com/top/reference/timestopics/people/s/somini_sengupta/index.html?inline=nyt-per) of *The New York Times*

**Correction Appended**

SAN FRANCISCO — It is [Facebook](http://topics.nytimes.com/top/news/business/companies/facebook_inc/index.html?inline=nyt-org)’s biggest conundrum. As the world’s largest social network, it faces intense scrutiny from consumers, courts and regulators worldwide over how it handles the data it collects from its 845 million users. But as a company preparing to go public, it is under pressure to find new ways to turn that data into profit.

The scrutiny is at its most intense in Europe. Regulators in Ireland, where Facebook has its European headquarters, have already demanded that it give users greater control over their information. A proposed Europe-wide law goes much further by requiring Facebook, along with every other online business, to expunge every bit of personal data at a consumer’s request.

In the United States, Facebook faces government audits for the next 20 years about how it collects and shares data, along with an assortment of lawsuits that accuse the company of tracking users across the Web. Even the White House stepped into the fray last week, demanding that Web companies [give users more say](http://www.nytimes.com/2012/02/23/business/white-house-outlines-online-privacy-guidelines.html?_r=1&scp=1&sq=White%20House,%20Consumers%20in%20Mind,%20Offers%20Online%20Privacy%20Guidelines&st=cse) in how their personal data is used.

Facebook is not the only company dealing with these issues, but it is especially vulnerable because its very business model relies on the fire hose of information that its users willingly share. “We are in very turbulent and unpredictable times when it comes to privacy regulations,” said J. Trevor Hughes, a lawyer who leads the International Association of Privacy Professionals. “We see regulators with a sense that something needs to be managed better, but without the tools.”

The result is a cloud of uncertainty for Facebook, which is expected to go public this spring. Among the risk factors listed in Facebook’s filing for a public offering is the prospect of “adverse changes in our products that are mandated by legislation, regulatory authorities, or litigation, including settlements or consent decrees.”

But that same filing showed just how profitable Facebook already is — and the growth trajectory in advertising revenue that it must try to sustain. In a bid to woo Madison Avenue, Facebook is offering a daylong event for marketers in New York City on Wednesday. It is expected to introduce new advertising tools there, including ways to reach what is now an untapped market: the 425 million Facebook users on mobile devices.

In effect, Facebook’s greatest achievement is also the source of its greatest challenge. It has persuaded its users to voluntarily share a great deal of information about themselves: who they are, where they live, whether they follow basketball or opera, even what their children look like. All that data could make Facebook a game-changing advertising platform.

Advertisers can tailor messages on Facebook on the basis of demographics like age and gender and on the preferences and affinities of its users. If Facebook users click the “like” button for a particular grocery store chain, for instance, their name — and sometimes their picture — can appear as part of an advertisement for the chain on the Facebook pages of their friends. The same can be done when users read a news site connected to Facebook, or a song they stream from one of Facebook’s many entertainment partners, though users can tweak their settings to prevent Facebook from using such information for advertising.

The rich, varied pool of data is Facebook’s greatest asset, giving the company a lot of ways to get creative with ads and sponsorships.

“Facebook already has more data than they are leveraging,” said Rebecca Lieb, an analyst who studies online advertising for the Altimeter Group, a research firm. “There are so many infinite ways to slice and dice the data Facebook currently has that it’s rather daunting.”

Slicing and dicing the data for the purposes of serving up advertisements is a tricky business, Ms. Lieb added. “It can’t freak people out; it has to be cost-effective; it has to be relatively easy to do at scale,” she said.

Ms. Lieb described Facebook as one of the biggest platforms in the history of advertising. According to a survey released last week by the research firm eMarketer, Facebook has the largest share of display advertising on the Web — although Google, with its many more outlets for ads, including on mobile devices and search pages, makes nearly 10 times more from advertising.

Facebook had $3.7 billion in revenue in 2011, an 88 percent increase from the previous year. According to its filing, Facebook posted a profit of $1 billion last year, with the bulk of that coming from advertising. Nate Elliott, an analyst with Forrester Research, said Facebook was far from realizing its potential as an advertising platform. It could use data on users, for instance, to serve them advertising on other Web sites, not just its own. It could also create a more “intelligent system,” as he put it, to match marketers to the right consumers.

“There are ways to invisibly deliver marketing messages,” Mr. Elliott said. “You don’t have to hit people on the head and say, ‘Your friends liked it, so we think you’ll like it.’ ”

Facebook can, Mr. Elliott went on, “change the way online marketing works.”

Facebook declined to comment on what advertising techniques it planned to announce at Wednesday’s event. Whatever it does announce, it will have to keep one eye on regulators all across the world.

Facebook is already constrained in Europe. In an agreement signed in December with the government data protection agency in Ireland, [the company promised](http://www.dataprotection.ie/documents/facebook%20report/final%20report/report.pdf) to tweak the Facebook site for users across Europe. Among other things, it promised to clarify how user data is employed to deliver advertising and to keep users’ ad-click data for no more than two years.

German regulators have clashed with Facebook over companies using its “like” button to target advertising, as well as over some of its photo features. Europe’s proposed data protection regulation presents far larger worries. It would compel all online companies to honor a consumer’s so-called right to be forgotten, by deleting an individual’s data at his or her request. The proposed regulation would also require sites like Facebook to obtain users’ explicit consent for every morsel of data that they share.

Facebook, in [its written response](http://ec.europa.eu/justice/news/consulting_public/0006/contributions/not_registered/facebook_en.pdf) to the [European Commission](http://topics.nytimes.com/top/reference/timestopics/organizations/e/european_commission/index.html?inline=nyt-org), suggested that constant requests for such permission would annoy users. “There would be a high degree of user frustration if they were to be repeatedly asked for consents for something that is evident to them,” the company wrote.

It went on to warn European lawmakers that too many rules would hurt the ability of Facebook and other companies to grow in Europe, saying that “there is a risk that an excessively litigious environment would impede the development of innovative services that can bring real benefit to European citizens.”

One rule in Europe is already impossible to enforce. Consumers are now required to give consent every time a tracking tool known as a cookie is deployed by a Web site. Even European government Web sites have been unable to comply.

There is plenty of scrutiny in the United States, too. One lawsuit in California charges that Facebook deploys user’s preferences — “likes” — in ads without their consent. Another one says that the company ignored warnings from users who pointed out that Facebook was tracking users’ activities on the Internet even after they had logged off the social network. It faces similar claims from users in individual states.

Facebook stopped that practice last September and said in a statement last week that the cases were “without merit.”

**Correction: February 26, 2012**

An earlier version of this article misstated the company that Rebecca Lieb, an analyst, works for. She works for the Altimeter Group, not for eMarketer.

**DAY 2 RESOURCES:**

**ESSENTIAL QUESTIONS & FINAL RESEARCH QUESTION RUBRIC**

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| |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 |  | | **Student included four essential questions about a potential research topic of choice.** | Student did not submit four questions AND questions were not essential. | Student did not submit four questions OR questions were not essential. | Student submitted four questions AND at least two were essential. | Student submitted four questions AND all were essential. | \_\_\_\_ | | **Student evaluated essential questions to come up with one main research question.** | Student did not come up with a final research question. | Student came up with a final research question that was not related to the essential questions. | Student came up with a final research question that was related to the essential question but is not persuasive. | Student came up with a final research question that was related to the essential questions and is persuasive. | \_\_\_\_ | |

**SEARCH ENGINES & DATABASES RUBRIC**

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| |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 |  | | **Student found a website with information about their research topic and identified the search engine from which it came.** | Student did not find a website with information about their research topic. | Student found a website with information about their research topic but did not identify the search engine from which it came. | Student found a website with information about their research topic AND identified the search engine from which it came. | \_\_\_\_ | | **Student found a source with information about their research topic from a database and identified the database from which it came.** | Student did not find a source. | Student found a source but did not identify the database from which it came. | Student found a source with information about their research topic AND identified the database from which it came. | \_\_\_\_ | |

**DAY 3 RESOURCES:**

**SEARCH ENGINES**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Use the website http://21cif.com/tutorials/micro/mm/searchengines/ to answer all of the questions on this page.***

**DIRECTIONS: Circle the best option.**

True False 1. When you are searching for something using a search engine, the search is “live.”

True False 2. “Live” means that as you search through the list of websites the search engine

provided, you can access information that is posted to the web that second.

True False 3. Search engines try to copy and organize all the information on the internet.

**DIRECTIONS: Answer the question in short answer form. You do not need to use complete sentences.**

4. What is the job of a crawler?

5. Why do crawlers sometimes miss information that is on the web?

6. What is indexing?

7. What are at least three factors that affect the way a search engine will index websites?

8. What is the final step of a search engine?

**DIRECTIONS: Answer the opinion questions thoughtfully and completely. You do not need to use complete sentences, but you do need to provide a complete answer.**

9. Were you surprised about the length of time it takes for crawlers to access new websites? How will this affect the way you search or think about the websites provided by search engines?

10. Why do you think it is important to use more than one search engine?

**DAY 4 RESOURCES:**

**3M**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS: Consider your research topic. You will need to come up with keywords you will use to help you begin your information search process. You will also need to come up with a list of words that may be related to your topic in a different context but will not help you with your research process.

Research Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **MUST** | **MIGHT** | **MUSTN’T** |
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**BOOLEAN SEARCH**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS: Follow the steps below and answer each question. You do not need to use complete sentences.

1. Using Google, search for the keyword “Facebook.”

-How many search results did you get?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-What was the first result?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Would this be a good keyword search term to use to find information for a research paper on Facebook? Why or why not?

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2. Continuing with Google, try a Boolean search. Enter Facebook NOT advertisements.

-What type of results should show up?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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-What type of results actually do show up?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Continuing with Google, try a Boolean search, using Facebook –advertisements.

-What type of results showed up?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Based upon your findings, what does this tell us about Google and the Boolean operator “NOT” vs. the Boolean - sign?

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4. Select another search engine besides Google. Repeat steps 1-3 of this worksheet. What search engine did you use, and what were the biggest differences?

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5. Using a database on EBSCOHost, search for the topic “Facebook.” What database did you use, and how many articles come up?

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6. Select the “Boolean Search” button. Now try to search for Facebook NOT advertisements. What type of articles appear now?

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7. Based upon your research, do you think databases or search engines best make use of Boolean operators? Why do you think this?

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**DAY 5 RESOURCES:**

**TASK DEFINITION & INFORMATION SEEKING SKILLS PROJECT REQUIREMENTS**

Due: In 2 days (You can work in class tomorrow)

Worth: 100 points

**STEPS:**

1. Pick a trustworthy partner. You may also choose to work by yourself.

2. Brainstorm to come up with a topic that could eventually be persuasive/arguable. This means that there could be two logical sides to the debate.

For example, your topic could be underage drinking.

3. Come up with four essential questions about this topic.

Who is most likely to drink while underage?

Why do people drink underage?

What are the consequences of drinking underage?

Why is it that someone can go to war under the age of 21 but cannot legally drink?

4. Narrow down your essential questions into one key research question:

Are the effects of underage drinking really worth lowering the legal drinking age to 18?

5. Create a 3M list of keywords you MUST use, MIGHT use, and MUSTN’T use.

Must: underage drinking, (lower) drinking laws, teen alcohol abuse

Might: binge drinking, hazing

Mustn’t: fun parties, making beer

6. Use a Boolean search to find an article you will use. On your PowerPoint, identify the following:

-What database did you use?

-What keywords did you enter in your Boolean search?

-What happened when you didn’t enter Boolean search terms and instead typed in your entire

research question?

-In the list of retrieved articles, which article will you definitely want to use for your project?

What number was it on the list of retrieved articles?

7. Find a website about your topic that appears credible.

-Include a hyperlink in your PowerPoint presentation so that you can take the class to the

website.

-On this slide, explain what makes this website credible, using the information we studied in this

unit. (Accuracy, Bias, Authorship)

8. Find a website about your topic that does NOT appear credible. (Make sure this is still class appropriate)

-Include a hyperlink in your PowerPoint presentation so that you can take the class to the website.

-On this slide, explain what DOES NOT make this website credible, using the information we studied in this unit. (Accuracy, Bias, Authorship)

**REQUIREMENTS:**

1. Project completes all parts of the steps.

2. Project includes correct grammar and spelling.

3. All students in the class can easily view the PowerPoint, and it follows the class requirements of a good PowerPoint presentation.

4. Students present confidently and clearly.

**TASK DEFINITION AND INFORMATION SEEKING SKILLS PROJECT RUBRIC**

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| |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 |  | | **Project Includes an Initial Topic, Four Essential Questions, and a Final Research Question** | Step is not completed | Step is only partially completed | Step is completed | Step is completed thoroughly and correctly | \_\_\_\_ | | **Project Includes a 3M Chart** | Step is not completed | Step is only partially completed | Step is completed | Step is completed thoroughly and correctly | \_\_\_\_ | | **Project Includes a Boolean Search Using a Database with a Clear Description of Process** | Step is not completed | Step is only partially completed | Step is completed | Step is completed thoroughly and correctly | \_\_\_\_ | | **Project Includes a Credible Website, a Hyperlink, and a Clear Explanation of its Credibility** | Step is not completed | Step is only partially completed | Step is completed | Step is completed thoroughly and correctly | \_\_\_\_ | | **Project Includes a NON-credible Website, a Hyperlink, and a Clear Explanation of Why it is Not Credible** | Step is not completed | Step is only partially completed | Step is completed | Step is completed thoroughly and correctly | \_\_\_\_ | | **Project Includes Correct Grammar and Spelling** | Step is not completed | Step is only partially completed | Step is completed | Step is completed thoroughly and correctly | \_\_\_\_ | | **Presentation is Easily Viewable and Presenters are Clear and Enthusiastic** | Step is not completed | Step is only partially completed | Step is completed | Step is completed thoroughly and correctly | \_\_\_\_ | |  |  |  |  | **Total---->** | \_\_\_\_ | |